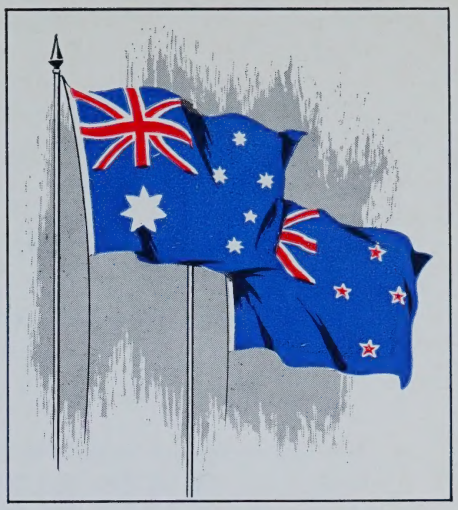
YOUTH IN AUSTRALIA

A series of messages from the youth of these two Commonwealth countries to the youth of Canada. Commonwealth Day, May 17, 1963.



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AND

NEW ZEALAND

ONTARIO

THE MINISTER'S MESSAGE

Commonwealth Day is celebrated in the schools of Ontario to remind us of the great family of nations of which Canada is a proud member.

The Commonwealth of Nations is a wonderful partnership whose links are freedom, understanding, justice and truth. It is a voluntary association of free and independent peoples of many different races and religions spread over the five continents and who have come to live and work together in a spirit of friendship and respect. The nations of the Commonwealth, like united members of a family, have ties that stretch across the oceans—criss-crossing throughout the world. It is, indeed, a wonderful and tremendous conception, but today it is faced with a danger that we might become indifferent and take our Commonwealth for granted.

In these days of rapid change and thought, nothing, however important and seemingly lasting, can be taken for granted. On this Commonwealth Day and throughout the coming year let us be determined that we will not forget what the Commonwealth of Nations means to all of us as a unifying force in the great family of man.

To mark the observance of Commonwealth Day the annual edition of a Commonwealth booklet is addressed to the teachers and pupils of the Province. This year's topic is YOUTH IN AUSTRALIA AND NEW ZEALAND. This publication follows the theme established in the last two years when studies were made of the young people and their activities in the Commonwealth countries of Africa and The Far East.

It is sincerely hoped that, through the text and pictures of this book, pupils will meet and learn more about youth in the Commonwealth countries of Australia and New Zealand so that the already existing ties of understanding and friendship will be strengthened.

William G. Davis

MINISTER OF EDUCATION.

PREFACE

The future security and success of the Commonwealth of Nations depends greatly upon the meeting of individuals, whether these persons be Prime Ministers, businessmen, travellers, teachers or pupils. It is important that members of this great Family of Nations get to know each other through travel, reading, discussion and correspondence. This future, however, depends mainly on our young people, the youth in our schools. Children of today are our citizens of tomorrow and it is important that they learn about their counterparts in other Commonwealth countries—their interests, customs and problems. It is hoped that through the pages of this booklet the youth of our Province will gain some knowledge and understanding of the young people of Australia and New Zealand.

This booklet does not pretend to make a geographical study of these two Commonwealth members. Such studies may be made from available textbooks, reference and travel books, atlases and films. This publication aims rather at presenting an intimate and personal account of the lives of the young people of these two countries—the way children spend their days, their school life and their holidays, and enjoy their sports and leisure time activities. By reading these accounts it is felt that young Canadians will realize that, thousands of miles away as are these two countries, their young people have many similar interests, live comparable lives and really belong to a great family of world youth.

This year it has been possible to obtain several letters from pupils in Australia and New Zealand and extracts from these letters have been freely used in the text. This booklet, therefore, provides a means of communication between the youth of these countries. In brief, children are writing to children in an intimate and friendly way.

This year too we have been favoured with messages to the school children of Ontario from the Rt. Hon. Sir Robert A. Menzies, C.H., Prime Minister of Australia, and from the Rt. Hon. Keith J. Holyoake, C.H., Prime Minister of New Zealand.

It is hoped that teachers will use this booklet in their classrooms not only in the days preceding Commonwealth Day but on future occasions. The excerpts from the letters might be read to the pupils and the various pictures analysed and discussed. The loose-leaf presentation of the booklet makes it possible to arrange the pages on a bulletin board. Some teachers might wish to read some of the letters or show the class a picture to introduce a lesson topic. For example, the letter containing the general account of New Zealand might be read to introduce a unit of study on that country or the extracts describing Christmas in the middle of Summer in these two countries lend themselves to the study of their climate in the southern hemisphere where the seasons are the reverse to that of Canada.

This booklet is planned so that it will have appeal to both junior and senior pupils. It is sincerely hoped that it fulfils that purpose.

PRIME MINISTER,

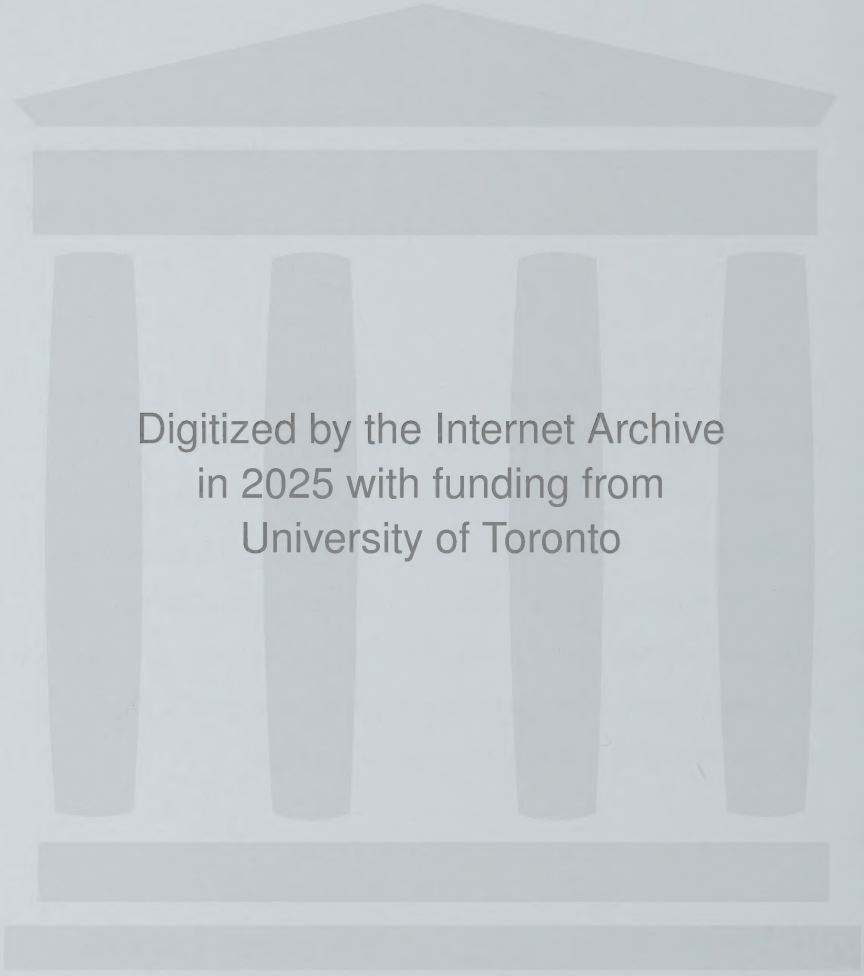
CANBERRA.

It is a great privilege as Prime Minister of Australia to be asked to send a message of greeting to the boys and girls of Ontario.

Both Australia and Canada have much to gain by increased contacts at every level — not only between those who handle the reins of government, but between men and women, and boys and girls. Great developments are occurring in both our countries and we both hold out such great hopes for the future. May these hopes be brought to fruition by the time you have grown to manhood and womanhood.

R. G. MENZIES

15th February, 1963 *Prime Minister of Australia.*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The Right Honourable Sir Robert G. Menzies, C.H.
Prime Minister of Australia

The Right Honourable Keith J. Holyoake, C.H.
Prime Minister of New Zealand

PRIME MINISTER,
WELLINGTON,
NEW ZEALAND.

I am very pleased to know that the theme of this year's booklet is to be "Youth in Australia and New Zealand" and I welcome most warmly this opportunity of conveying the greetings and good wishes of the people of New Zealand to the school children of Ontario.

Like you in Canada we value deeply the Commonwealth connection and I know that this can best be strengthened and nourished by increased understanding of our Commonwealth partners. This booklet will help to give you a clearer and fuller idea of life in New Zealand and the many similarities between the progress and problems of our two peoples.

The solution of our own problems and those of the world at large can best be solved through the spirit of co-operation and understanding that is a feature of relations within the Commonwealth. Any contribution we can make to increasing this understanding must be to the benefit of all mankind.

Keith Holyoake

29th January, 1963

YOUTH IN AUSTRALIA

Introduction

Australia, because of its position in the Southern Hemisphere, is sometimes named by people living in the northern countries of the world as the *Land Down Under*. It is often called the island continent because it is very large for an island but rather small for a continent. In fact, Australia is the world's smallest continent. It has an area of nearly three million square miles. How does this area compare with the size of Canada? Study the atlas carefully and name the two large oceans that border this island continent. What important line of latitude almost bisects Australia? Name the island lying to the south of the continent. Name the strait that separates this southerly located island from the mainland.

Australia is a land of great distances. From west to east it measures nearly 2,500 miles and from north to south, at its most distant points, it measures nearly 2,000 miles.

Australia is divided into states and territories, each with its own capital city. The federal capital is situated in Canberra. Each state has a Governor representing the Queen and its own elected State Governments. Australia, too, has its Governor-General who is the personal representative of the Sovereign. He is selected, as is our own Governor-General, on the advice of the Federal Government and acts at all times on the advice of the Government in power.

Australia has a population of some 10,000,000 people. Most of the people live in the south-eastern region of the continent. Furthermore, nearly two-thirds of Australians live in the cities and towns and the two capital cities of Sydney (New South Wales) and Melbourne (Victoria) between them contain approximately one-third of the total population of the country.

Australia is a land of many scenes. These include the sun-drenched golden beaches of the south and the east, the hot, dry deserts of the central and western regions, the tropical forests and swamps of the northern coasts, the orange and peach orchards of the south-eastern areas, the sugar and pineapple plantations of the north east and the high peaked mountains of the east. It is a land of sheep farming, cattle raising, fruit farming and of gold and silver.

Here are selections from letters written by Australian boys and girls for our booklet. The first letter, written by Lorna Smith, describes her life on a sheep station near Hawker in South Australia. From her account this young writer obviously lives far away from the noise and bustle of the busy city.

I live on a small sheep station which is sixteen miles north of Hawker.

In the good years Dad keeps about one thousand Merino sheep. During the last three years we have had very little rain so that there is not much feed left for the stock and we will have to sell some of them.

When we shear our sheep in July, it is a busy time for everyone, as we all have to help Dad with the work. Dad does the wool-classing while Robert does the wool pressing and he also brands the sheep. Allan and I bring the sheep into the yards each day. We also help to draft the sheep, shed them and to take the shorn sheep back to their paddocks each night. At the week-end everyone in the family helps with the sheep dipping.

Another busy period is lamb-marking time. This is done when the lambs are about a month old. They have to be tailed and earmarked.

As we live so far from a school we do our lessons by correspondence. The lessons, writing paper and text books are sent from the Correspondence School in Adelaide. We are allowed a fortnight to do each set. Our mother teaches us and helps us with our lessons. We also have a session each morning on School of the Air for Mr. White to teach us and ask us questions about each lesson. Since we have had School of the Air we have learned our work better and found the lessons more interesting.

I have three brothers and a sister. My eldest brother, Robert, helps Dad with work on the station. Kathleen goes to the Nailsworth Girls' Technical High School. Allan and I do our school work at home. John is only two years old.

We have several bantams, a joey (a baby kangaroo), a blue budgerigar and two black and white cats for pets.

This letter was written by five young high school students, Robyn King, Carolyn Olds, Felicity Hart, Barbara Fordham and Marie Pindler. They describe their home city, Broken Hill, which lies near the western boundary of New South Wales. Although our correspondents describe Broken Hill as an isolated city, it is not as isolated as many, many, places in Australia.

We are writing this letter to give you some idea of what it is like living in an isolated city in Australia. Broken Hill was founded in 1885 when Charles Rasp found silver in the locality. It had been named formerly by Charles Sturt, because of the formation of a nearby hill.

The city itself is very isolated, being 720 miles from Sydney, the state capital. The nearest large city is Adelaide, the capital of South Australia, 320 miles away. The main industry of the city is mining, lead, silver and zinc. Broken Hill has gained the name of "The Silver City". The present population is approximately 35,000.

The only public secondary school has an enrolment of 1,700 and it is the largest in the state. It is a co-educational school and has an average of 40 pupils to a class.

For the average school child there is plenty of sporting activity as we have facilities for every sport: a ten-pin bowling centre, football ovals (Australian Rules), cricket pitches, hockey fields, squash courts, tennis courts and two Olympic swimming pools. Although we live in semi-desert country, the Darling River is only 70 miles away and the Menindee Lake Scheme provides opportunities for sailing, water-skiing and speed-boat racing.

Although there is a lot of sport there is not a very large scope of entertainment, so most people go to the theatres, drive-ins, or to dances arranged by local bands.

As Broken Hill is so isolated there has developed a large number of annual events to relieve the monotony of everyday life. For the graziers (cattle raisers) one of the most important events of the year is the Western Darling Country Picnic Carnival which is a local race meeting followed by a ball. Many debutante balls are held each year to enable girls to make their bow into society.

For the student wishing to attend a university or college after the Leaving Certificate, there are many local or Commonwealth Scholarships, but the student merely wishing to leave school after obtaining the Intermediate Certificate often has to leave the city as there are few jobs available for those without high qualifications.

The temperatures in summer are high, the average being about 80° F. During many days the temperatures rise to over 100° F. The winters are fairly mild, the average being about 54° F. The rainfall is low, averaging about 10″ per year. Dust storms are fairly frequent although we are told that they were much worse before the regeneration area was planted. This is a belt of trees and undergrowth designed to hold the loose top soil together. The project has been most successful.

We hope we have given you an interesting and accurate description of our life in Broken Hill.

The next letter is written by Edda Mazzoccoli who lives on one of the small islands of the Barrier Reef. Look on the map for the Great Barrier Reef which lies off the east coast of Australia.

I am a pupil of the Hayman Island State School. Mrs. Nespolo, has asked me to write to you and tell you about our life here on the Island and about our school. I am 14 years of age and I was born in northern Italy. My mother, father, younger brother and I emigrated to Australia five years ago. Two years ago we came to live on Hayman, the most northerly island in the Whitsunday Passage. It is one of the most popular of the Barrier Reef Islands. The island consists of a horseshoe-shaped mountain which rises to a height of 800 feet and a natural tree-clad flat bordered by a sweeping sandy beach facing south towards Whitsunday Passage. On this flat stands the Royal Hayman Hotel and Gardens. Walking tracks have been constructed enabling tourists to walk the four and three-quarter miles around the island. Beyond the beach lies a half-mile wide coral reef which is exposed at low tide. It reveals beautiful coral formations, shells and trepang (sea slugs). During our school holidays, I enjoy swimming, fishing and boat trips to other islands. I am trying to make a collection of the different shells that are found here as well as the different types of coral. Our school consists of one room and a small verandah at the back. The front has six large glass doors which enable us to catch a lot of breeze and light. This year there are twelve children attending. They are in six grades. I am the eldest and am in Grade 8. The youngest pupil has just turned five and he is in Grade 1. Each Friday morning we have a swimming lesson in the hotel swimming pool. On Friday afternoon we play soft ball and other ball games on the beach. My favourite subject in school is social studies. I enjoy learning about other countries and the people who live in far-off places. I will be very sorry if we ever have to leave our island home and go back to the Mainland.

Christmas in Australia

The seasons in Australia are the reverse of those in the Northern Hemisphere. Summer is from December to February; Autumn, March to May; Winter, June to August and Spring from September to November. Because Australia's predominant native trees do not shed their leaves, and because snowfalls are generally limited to the higher mountains, the change from season to season is less vivid than that of Canada. Although Australia has a wide range of climate it has no period of extreme cold with ice and snow as we experience in Canada. In northern Australia it is hot and humid, in the west and central regions it is hot and dry, in the south the climate is much like that of California, while Tasmania has rains and mists like those of British Columbia.

Because December in the Southern Hemisphere falls in the summer season, Australians enjoy a Christmas period of warmth, sunshine and blue skies. It is a time for swimming, bathing parties and picnics. Here is a letter from Jullian Haynes, a student of Sydney Girls' High School. She writes:

Christmas in Australia is, I am sure, no different in some respects from Christmas in many other lands for, here too, the shops and homes are decorated with the traditional holly and Christmas bells. However, to simulate snow in our midsummer weather, we very liberally sprinkle our Christmas trees and holly wreaths with glistening snow from a packet. Here, too, there are very few parents who are not awakened on Christmas Day at the crack of dawn with cries of delight as their young children discover that their trust in Santa Claus has not been misplaced. Suddenly the past weeks of rush and bustle, buying food, gifts and cards, taking the children to visit Santa in the various stores, seem worthwhile.

Christmas morning sees many families and friends worshipping together in a spirit of joy and felicity. Old friends greet each other after the service and then make for home for, by this time, the day

is becoming quite hot, but not hot enough to deter the young children from running about front lawns, back yards and even the streets. There is no doubt that the youngsters are enjoying themselves thoroughly for the air is filled with their shouts and laughter as they show the neighbours the art of riding the new tricycle or show the beauty of the new pram for the doll.

Mid-morning finds the menfolk standing and talking with drinks in hand, for at this time of the day it is really hot. Christmas wishes are exchanged on the verandahs or in some shady spot in the garden. The noise of children dies down as they disappear into the house. Christmas Day is essentially a family day and much importance is placed on Christmas dinner, which is usually eaten about midday. Although the kitchen is unbearably hot, the average Australian stubbornly insists on having a traditional Christmas dinner with hot roast pork, poultry, vegetables, plum pudding and custard. There are, nevertheless, quite a number of people who go to New Zealand or Tasmania on ten day cruises, while others just go away for the day to the mountains, the bush, or to the beach where they have an informal meal of cold chicken, salads and cold desserts.

Back at home, the living room is decorated with bowls of Christmas bush and Christmas bells, both native Australian plants, as well as with colourful hydrangeas and purple and white Agapanthus lilies. These flowers are very plentiful in suburban gardens in December. Dishes of nuts, muscatels and summer fruits such as apricots, peaches, plums, cherries, bananas and mangoes are set around the room. Here members of the family sit on Christmas afternoon, lazing in the sultry heat and wearing something cool, yet something more special than their usual holiday clothing.

For an hour or so after dinner all is quiet. Everyone feels that he has eaten too much or that the heat is too much for him to move, but as the afternoon wears on and the temperature drops a little, cars begin to arrive, bringing relations for Christmas tea. More gifts are exchanged and the business of eating and drinking continues.

About seven o'clock, when the sun sets and the temperature becomes noticeably lower, people drift outside again, chatting lazily while the children romp in the gathering shadows. By nine o'clock the children lie curled up in arm-chairs as the visitors, calling out more greetings, start up their cars to take their own sleepy offspring home.

Above, the sky is clear and the Southern Cross is distinct. Somewhere a cricket is calling. Despite the fact that Boxing Day will bring new pleasures and new excitements like the start of the Sydney-Hobart Yacht Race and the finals of the Davis Cup, the spirit of Christmas still seems to linger. For many of us Christmas has a religious significance; for others it is a break in the dull routine; for all it is a season of joy, festivity and free spending. Sometimes we do experience grey skies and rain instead of the sunshine which we have come to claim as part of our heritage, but always we can rely on warm hearts, bright flowers, rich food, luscious fruits, sentimentality, and children's laughter as being inseparable from an Australian Christmas.

School Days

School life in Australia is very similar to that in Canada. Similar subjects are taught and similar school routines prevail. As in some parts of Canada many children have to travel many miles to school. Here is a letter from Roslyn Hungerford a fourth year student in Richmond High School, New South Wales. She gives us a good pen picture of high school life in Richmond.

Richmond High School is situated at Richmond in the fertile Hawkesbury Valley, New South Wales, and provides secondary education for every child from twelve to seventeen, some of whom travel distances up to thirty miles each way every school day. There are about twelve hundred pupils, seven hundred boys and five hundred girls, now attending the school. There are fifty-three men and women on the staff.

The school buildings and playing fields cover about twenty-five acres and include a football field, a hockey field and several basketball courts.

Altogether, there are forty-four classrooms in the school, some of them specialist rooms for such subjects as cooking, needlework for girls, woodwork and metal work for boys, and music, science and library. There are thirty-two base classes.

In the library there is a growing number of books, fiction and non-fiction, which give the students pleasure and help in their studies.

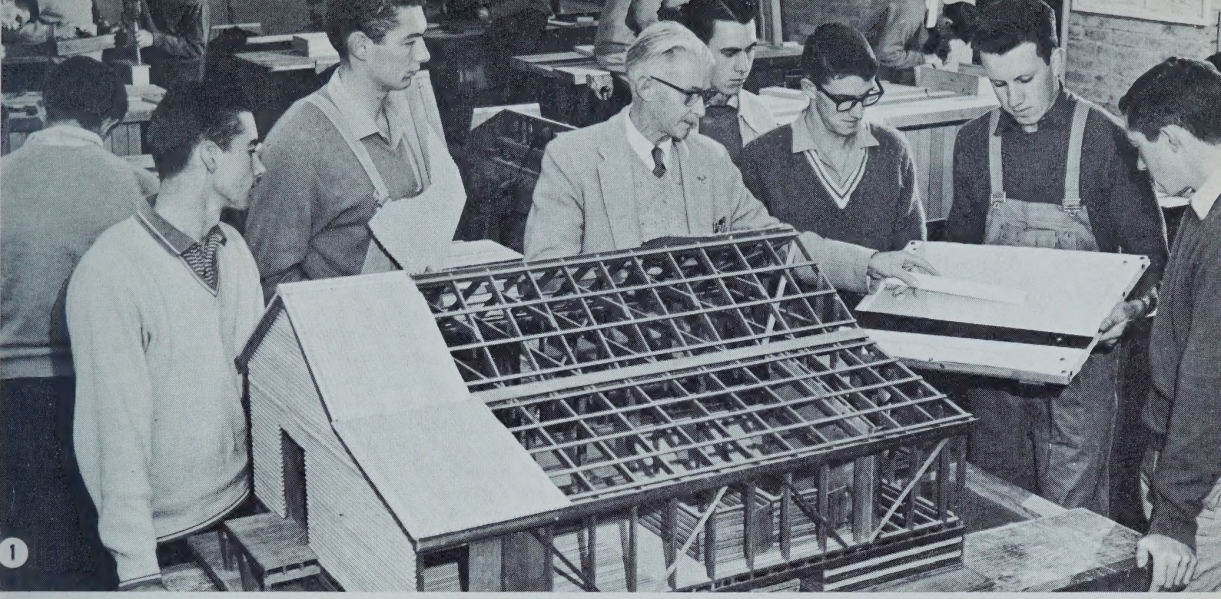
Every student in the school takes English, mathematics and some science, either combined physics and chemistry, or biology. Most do history, and a few take Latin and German. Ancient history and economics are taught in the Senior School.

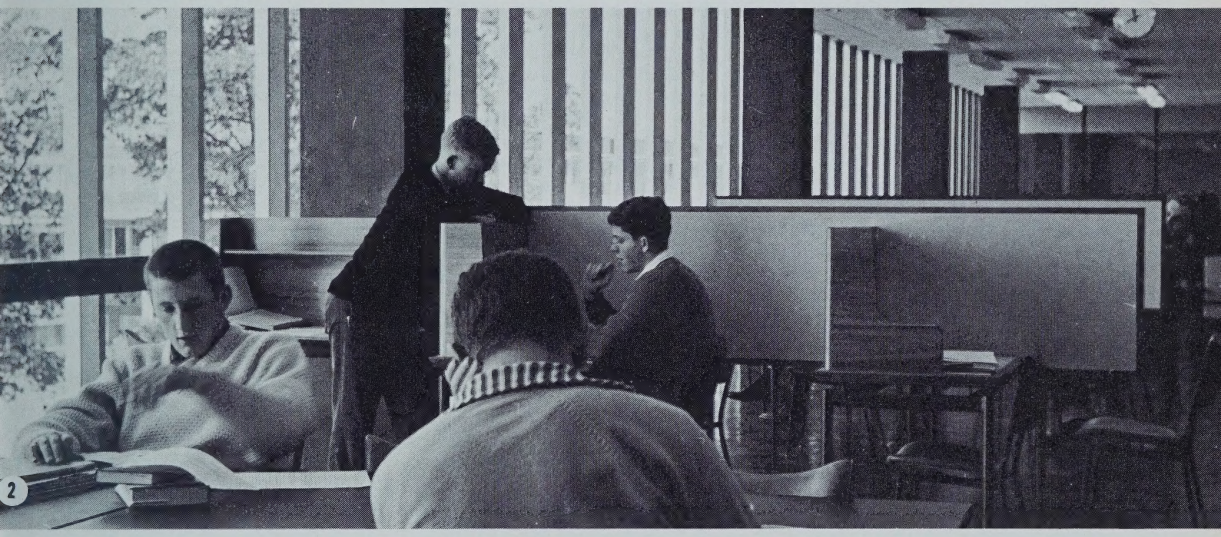
Twelve boys and twelve girls are elected each year as prefects by the senior students and staff. These prefects assist the teachers on playground duty, keep order at the tuckshop, check students leaving and entering the school grounds at lunch time, and supervise students travelling by bus or train to and from school.

One afternoon a week every student participates in sport, the juniors and seniors on different days. This sport consists mainly of matches between the four houses — Evans, Grose, Macquarie and Phillip — named after four famous names in Australian History.

Inter-school matches are usually played with the four other High Schools in the zone. Points are awarded towards a cup won by the best team in the zone. When there are no competition matches, social matches are played between the schools.

Every year we have competed in the State-wide athletic competitions in Sydney, and in the zone swimming carnivals.





1. *A class of students who are specializing in agriculture at work in the building construction workshop of Dookie Agricultural College. The college is located some 130 miles north of Melbourne in the rich agricultural area of south-eastern Victoria. The model shown in the picture is that of a sheep shearing shed.*

2. *A group of students at work in a quiet corner of a modern library in Melbourne.*

3. *A group of happy students of Broken Hill High School. These young girls wrote the descriptive paragraphs about their home city and their school programme which appear earlier in this booklet.*

Towards the end of the year, matches are played between teachers and students, giving much enjoyment and amusement to participants and spectators.

Once or twice a term a social is held that is attended by school students and conducted by the teachers. At these functions many pupils can learn to dance and get to know the opposite sex better.

On the whole, school life is interesting and lively, supplying ex-students with enjoyable memories as well as laying a solid foundation for their future in keeping with our school motto, "As a man thinks, so shall he be".

Another description of high school education is provided by a fifteen year old student, Sandra Stewart who lives in La Pérouse on famous Botany Bay.

I live at La Pérouse, which is the first of the beaches on the northern shores of Botany Bay. At La Pérouse there are two monuments, one in honour of La Pérouse and his men, and one to the memory of a French priest who died there. Jean-Francois de Galaup, Comte de La Pérouse, born in France in 1741, reached Botany Bay in 1788 (six days after Governor Phillip had arrived to found the first settlement) in command of an exploratory expedition. He spent six weeks in Botany Bay before sailing away, and was not heard of again for forty years when it was discovered that his ships had been wrecked in the Santa Cruz Islands in 1788, and all hands had been lost.

Across the bay is Kurnell, where Captain Cook landed in 1770.

La Pérouse today is surrounded by several big industries, for example, the Bunnerong Power House and the Bitumen and Oil Refineries. There are several shops and regular bus transport for passengers to and from the city some 7 miles distant. On a hill stands a disused stone building which was formerly a customs house. In the week-end many visitors come to La Pérouse to see the museum of aboriginal history and relics, to throw coins in the water for children who dive for them, to swim and go fishing off the pleasant little beach or to catch the launch across to Kurnell.

I am a Fourth Year student at Matraville High School, which is located in greater Matraville, a thriving industrial area on the northern shore of Botany Bay. The township and school bear the name of James Matra, a member of the "Endeavour" barque, commanded by Captain Cook on his exploratory voyage of the eastern coast of Australia in 1770.

Matraville High School is a new school, only one year old, and so we have a well equipped building. Our new Assembly Hall is named Anzac House in remembrance of the Anzacs. There are 700 pupils in the school and 60 in Fourth Year, my year. Fourth Year at the moment is the senior class but next year they will form the first Fifth Year in this school.

I study English, history, biology, mathematics, art and geography, my favourite subjects being English, history and the history of art. On Wednesday afternoons we have sport, for which we are divided into four School Houses, Anzac, Gloucester, Macquarie and Malabar, with the respective mottoes of Valour, Loyalty, Progress and Victory.

Many children live in isolated parts of the continent and because of distance, are outside the range of the normal school system. These young pupils obtain their schooling through the services of Australia's Schools of the Air. By using "transceivers" these youngsters are able to listen to their teacher hundreds of miles away and switch on their sets and talk to her while she listens. Parents help with the teaching of their children and the finished work is sent by mail to the nearest educational centre for marking. The four pictures provided show both teachers and pupils at work. The following is a short letter from young Christopher Butler who is one of the many who receives his schooling by air.

Our 5,000 acre farm is at Hillocks Point which is 28 miles from Warooka. From our kitchen window we can see Kangaroo Island and the big ships going through Investigator Strait. We have a pig, five horses, twenty cows, seven hundred and fifty sheep, two sheep dogs and two cats. Dad grows barley, wheat and oats. Only a thousand acres of our land is cleared, the rest is mostly scrub. Instead of going to school I have correspondence lessons and every day I listen to the school of the air on the transceiver. Sometimes I help Dad to muster sheep on horse back. We have two and one-half miles of coast-line along our property so we go fishing and swimming when the weather is warm.

Jane Kemp who lives on a lonely cattle station or ranch is another pupil of the "School of the Air". She describes her home and her school studies as follows:

I live on a cattle station. It is called Macumba, which is the aboriginal word for "Big Fire". Besides cattle, we have many horses for the boys have to ride when mustering. I have my own two riding horses which are called Atlas and Lady Sharp.

Our nearest town is twenty-five miles away and is called Oodnadatta. Oodnadatta is a hundred miles north of Adelaide. To travel to it you fly by plane or travel by train or car. It is a very small town. Dad drives in at least once a week to pick up mail. I learn my school work by correspondence lessons. I finish a set of work each fortnight. My governess teaches me from my sets, then they are sent away to Adelaide for correcting at the Correspondence School. I have a "School of the Air" lesson every day on the transceiver. Our teacher is about 500 miles away but we talk to him as though he were in the school-room. Every year we have a race meeting in Oodnadatta in which Dad enters our horses. It is not like the city races. Station life is interesting and often exciting.

1. *Mrs. M. C. Gibb, Principal of Broken Hill School of the Air is ready to call school assembly at 10:00 a.m. This particular school at Broken Hill serves some 165 children living in outback, isolated homesteads and outposts over an area of half a million square miles.*

2. *Two young brothers at their sheep station home use their transceiver to take part in a radio lesson relayed from the Alice Springs School of the Air.*

3. *A family listens to a radio lesson from the School of the Air "two-way broadcast" from Alice Springs. This family lives on a Government settlement in the Northern Territory. Mother supervises the work of her children.*

Sports Activities in Australia

Because of the country's pleasant climate throughout the year, Australian children spend much of their time enjoying out-of-doors activities. Sports play an important part in the lives of the boys and girls. Each season brings its particular activities from swimming in summer to football in winter. Here is part of a letter written by Gregory Packer, a student of Masden High School, Ermington, New South Wales, in which he describes the sports enjoyed by Australian boys.

During the summer season from September to April, a large number of boys take part in swimming sports, while others play tennis, cricket, squash and a variety of other outdoor activities. Because of the Australian climate, the popularity of our beaches and the great number of swimming pools available, life-saving and water polo are featured. Most schools hold life-saving and learn-to-swim classes, and at the end of the school year in December, full-time periods of a fortnight's duration, in these two activities, are often part of the schools' curriculum. Each school has a swimming carnival as an annual event followed by a zone carnival between schools, leading to State School Championships.

Cricket is to Australians as ice hockey is to Canadians. Its popularity can be gauged by the keen rivalry which exists between the various "grade" teams which represent the school. Tennis, which is played all the year round is a competitive and social sport. Professional coaching is often available. Some schools have their own courts but local courts are usually hired.

The winter months from May to August offer a wide variety of sports but the majority of boys play football. Basketball and athletics also have enthusiastic followers, but baseball is rapidly gaining in popularity. Of the football games, rugby is a traditional high school sport which has always been fostered for building team spirit. Rugby is divided into two codes, Rugby League and Rugby Union, each with slightly different rules. Union is the more widely followed in high schools, while League, which is an adult, professional game is played in a growing number of schools. "Australian Rules", a football code unique to Australia, has some followers, but is mainly confined to the southern areas. Soccer has become increasingly popular in recent years, a fact which shows the European influence of our newer citizens.

New South Wales boys have always taken a keen interest in athletics. During the winter season vigorous training sessions are held to bring athletes to their peak for the School, Zone, and State Championship Athletic Carnivals.

Australians are proud of their cricket teams. Australian teams play against New Zealand and British teams. The international cricket matches are important sports events. Here is how Jan Wilson, a Grade Seven pupil of Klemzig School, South Australia, describes a game of cricket:

Cricket, the most popular of summer games in Australia, is played between two teams each containing eleven men.

One team bats while the other team fields. The batting team has only two batsmen on the ground at the same time, but all players in the fielding team are on the field.

The batting team bats to get as many runs as it can and the fielding team is there to get the batsmen out and also to prevent them from getting *runs*. *Runs* are made by the batsmen running between two wickets. If, however, the ball is hit to the boundary line, four *runs* are scored without the batsmen needing to run and, if the ball goes over the boundary without a bounce, six *runs* are scored.

A wicket is made up of three wooden, smooth, stick-like stumps each about twenty-nine inches high, one inch in diameter and placed three inches apart. On top of these are two more pieces of wood called bails. Before a batsman can be "out", a bail must be disturbed. A batsman, however, may also be out by a player of the fielding team catching the ball hit by the bat or by the batsman having his legs blocking the wickets: this is known as leg-before-wicket or L. B. W. The wickets are twenty-two yards apart and in between them is a strip of turf made of well-rolled grass. Level with the wicket is a line or crease over which the bowler must not put his feet while delivering the ball. If he does, the ball is not counted. Four feet further down the pitch is the popping crease behind which the batsman must be if the wicket is knocked down or in most cases he would be out.

The bowler must not throw the ball but bring his arm over his shoulder in a rolling action. The batsman is allowed to hit the ball in any direction and the fieldsmen are spread over the field to suit the bowler. There is always a man behind the wicket called the wicket-keeper to stop balls the batsman misses.

The ball is usually made of cork and cased with leather. The bat is not to be more than forty inches long or four inches wide. The handle is made of cane covered with a rubber handgrip. The greater part of the bat is generally made of English willow.

The batsmen wear gloves and pads to protect their hands and legs as does the wicket-keeper. Traditionally cricketers wear white sports shirts, white flannel trousers and white boots or shoes. On a hot summer's day the teams look cool on the green playing field.

Two umpires control the game. They make all decisions concerning boundaries and dismissals.

Cricket seems a very complicated sport but it is an enjoyable game to play and a delight to watch.

Sports and games enjoyed by Australian girls are described for us by Annette Race, a Fourth Form student of Hornsby Girls' High School, New South Wales.

To what extent are girls in New South Wales interested in sport? Living in this land of sunshine and surrounded by magnificent beaches, there are very few who can resist the pleasures of surfing and

swimming and few who do not enjoy a game of tennis on one of the many courts which our spacious country has no trouble in providing. These are natural pastimes for almost all Australian girls, but there are many who are interested in other sports as well, and who devote most of their leisure time in pursuing their desire for outside activity.

Both in and out of school there are many opportunities for these enthusiastic girls. There are openings for all in the many Amateur Sporting Clubs in suburban or country districts. These clubs cater for girls of all standards of skill and ability, with coaching provided voluntarily by men and women advanced in their particular fields of sport. Although many champions owe their success to the training received at such clubs, the main purpose of their existence is to provide facilities for games to be enjoyed to their fullest extent.

Keen still-water swimmers may train in the District Olympic Pools. Each pool has its resident coach, to enable the swimmers to participate in competitive swimming. Tennis coaching by former champions is also available, and from these classes have come players capable of representing our country in overseas tournaments, and from them, no doubt, many more will emerge. There is also a wide interest in track and field events, and in team games such as hockey, basketball, softball, cricket, squash and golf as well as in individual sports, such as archery and fencing. Fine training can be obtained in all these sports.

There is no doubt that Australians are, by nature, sports lovers, and from their early schooldays, sports are encouraged for social development, for building mind and body and for fostering a sense of fair play and teamwork. In secondary schools the physical education programme covers a wide field. Each pupil receives one eighty-minute lesson per week on sport and games. Half the time is spent in learning and practising the skills of the game and the remaining time is given to playing and being coached in the game. Each class in First, Second and Third Forms spends at least six weeks training for, and playing, each major game, namely softball, basketball, hockey, cricket, tennis, swimming and track and field events. Once swimming has been mastered the pupil must train for a Life Saving Award.

The sports programme for Fourth and Fifth Forms aims at introducing girls to more recreational and individual activities which they may wish to follow in leisure time in later years, namely golf, squash, archery, fencing and ballroom dancing. This, however, does not mean that senior pupils are excluded from playing major games. Each pupil elects three activities — a different one for each term of the year. As well as the eighty-minute games period, there are two forty-minute lessons per week devoted to either gymnastics, national dancing or rhythmical movement. Some girls have the ability to carry out more advanced gymnastics but all can master the simpler exercises.

Teams are organized for those who are interested in extra activities beyond the school curriculum. These teams cater for players of varying grades, and competitions are arranged among the secondary schools. For those who wish to participate still further, competitions are played on many sporting grounds after school hours and on Saturday mornings. Each school holds its own Swimming and Athletic Carnival and successful competitors from each, meet at a major carnival.

In most New South Wales schools pupils are divided into four or five groups or houses, each with its own leader, and the competitive spirit among these houses is extremely keen.

Australia has produced and is still producing champions in many fields of sport. This is due not only to the fine climate which permits training throughout the year but to the interest of both players and of those who devote so much of their time to advancing the cause of sport in New South Wales.

Before we leave Australia some reference should be made to its flag, a picture of which appears with that of the New Zealand flag on the cover of this booklet.

The Flag of Australia

On the cover of this booklet is a picture of the Australian flag. It shows white stars on a blue background and a Union Jack in the upper corner. The four small stars in a cross formation represent the Southern Cross which is a familiar group of stars in the night sky to people who live south of the Equator. It is as familiar to them as the Big Dipper is to us who live in the Northern Hemisphere. For hundreds of years sailors at sea have used the Southern Cross to find their bearings and steer a course. The large star below the Union Jack has seven points and represents the states and territories of Australia.

It is most fitting that the flag should be included in this booklet for it was designed by a fourteen-year-old boy who won the award in a contest in 1901 when the states of Australia joined in a federation.

1. *Mobile teaching units cater for the educational needs of pre-school children in outlying areas and in the suburbs of rapidly developing cities. The teacher arrives with the equipment by car and sets up school in the open air. This picture was taken in a suburb of Canberra, the national capital of Australia.*

2. *A group of young children learn to swim under the supervision of an instructor at Crawley Bay, near Perth, Western Australia.*

3. *Pupils at work in a classroom at Warabri, a Government settlement in the centre of Northern Territory.*

1. *A camp scene in January in Australia. Summer camps for school children are equally popular in Australia as they are in Canada. These happy youngsters are enjoying a minstrel show at a National Fitness camp for boys at Broken Bay, New South Wales.*

2. *Football is the "king of sports" on the playing fields of Australia. This picture shows a game of soccer in progress. Notice the round ball. Australians play many types of football and have their own national rules for the games. This scene was taken in July, the month for midwinter sports.*

3. *Track and field sports in Australia begin in August when winter is drawing to a close and spring is approaching. In this scene a young athlete practises pole vaulting.*

YOUTH IN NEW ZEALAND

Introducing New Zealand

If you look at your atlases you will observe that the Dominion of New Zealand lies to the east of Australia in the South Pacific Ocean. Name the sea that separates these two Commonwealth neighbours and work out the approximate distance by sea between them.

The Dominion of New Zealand consists of two large and several small islands. What are the names of the three main islands? What are the names of the channels which separate them?

The three main islands run in a northeast-to-southwest direction for a length of approximately nine hundred miles, but together they are only one-thirtieth the area of neighbouring Australia.

Since New Zealand is an island group surrounded by temperate waters and since it has many British customs and a British way of life, it has often been called *the Britain of the South.*

New Zealand, for all its small size, has a remarkable variety of landforms and scenery. It is a land of lakes, sweeping plains, rugged peaks, sandy shores, volcanoes and hot springs. It is no wonder that travel books often state, "Every part of New Zealand is beautiful." Here is a letter written for our booklet by Carolyn Boyd who is eleven years of age. She describes her country.

My name is Carolyn and I live in Milford, a seaside suburb of Auckland. This city is the largest in New Zealand but it is not the capital.

About the time of the year you are having to wrap in extra clothes, we are commencing our summer as our seasons are in reverse. For example, our Christmas festivities occur at the beginning of our summer holidays and Christmas day is usually spent boating, swimming, and picnicking.

Most of our houses are made of wood and are on one floor level—bungalow style. Our office buildings and stores which seem large to us, would be minute compared with the large skyscrapers of your cities, as they are seldom more than six or seven storeys high. The reason for this is that we are in the earthquake belt and tall buildings would be hazardous.

Central heating in houses is practically unknown in the northern part of New Zealand, as our winters are mild with no snow and only occasionally do we get light frosts. Our average yearly temperature range is between 50° F. in winter to about 85° F. in summer.

As our country is long, and then, divided into two main islands, with the Pacific Ocean on one side and the Tasman Sea on the other, there is an appreciable temperature change between the north of the North Island and the south of the South Island. The latter has a much colder winter with snow every year, but the summers are sometimes hotter than those of the more northerly parts.

My country mainly produces farm products for export. Fruits of the citrus, stone and pip varieties are widely grown. Citrus fruits are chiefly confined to the northern areas from Auckland northwards, but the other fruits grow in the Bay of Plenty and Hawkes Bay areas in North Island, and Otago in South Island. Tobacco and hops are grown in the Nelson Province. Wine-making is a growing industry, particularly around Auckland.

New Zealand is a growing tourist centre with its thermal wonders, Swiss-like mountains, Norwegian-like fiords, big game fishing, its central lakes, and its flora and fauna peculiar only to New Zealand. There are many smaller attractions too such as the Waitomo Caves with their stalactites, and stalagmites, and its grotto with weird blue glow-worms.

The silver fern is our national emblem, though many people think it is the kiwi. This wingless, flightless bird, about a foot high, is only found in its wild state in this country. The kiwi is related to the now extinct moa, which was also a bird that could not fly and which was about the size of an ostrich.

The Maoris were the first settlers who emigrated from some of the South Sea Islands. They named this country Aotearoa—the Land of the Long White Cloud. The Maoris do not now live in 'pas' or fortified villages but some 'pas' are kept intact for tourists to visit. There is a new revival of Maori culture. As the Maoris are becoming so integrated with the Pakeha (white man), it was feared that their way of life, customs and dances were tending to die out.

In the towns the Maori lives like everyone else. His children go to public schools. There are Maori teachers, Maori preachers and Maori Members of Parliament. Any walk of life is open to him.

Auckland is the largest city, but Wellington is the capital city. Christchurch is the city which is most English in character while Dunedin is the most Scottish.

So you see, New Zealand has many and varied aspects, from a subtropical to a cool temperate climate in a relatively small area.

"KIAORA"—the Maori for Greetings.

Christmas and Holidays

Because New Zealand also lies in the Southern Hemisphere, the seasons, as in Australia, are in reverse to those in Canada. Christmas in New Zealand is celebrated in high summer. In spite of summer conditions old English traditions prevail and for many New Zealanders, Christmas is not Christmas without the usual hot dinner, snow scenes on Christmas cards and colourful Christmas trees decorated with artificial snow

1. *Happy children play in a park in Napier, a city on the east coast of North Island, New Zealand.*

2. *Young Maori children of Maketu, North Island, enjoy the pleasures that go with the sea, the sand, the sun and a boat.*

3. *A young Maori student receives an injection given by the district nurse. This young girl attends the Awarua Maori School at Kaikohe, North Island.*

4. *Lunchtime at Avondale Technical High School cafeteria. Girls help as part of their school training.*

and icicles. Here, however, is a letter from Ian Boyd from Auckland. This is how he describes Christmas in his home city in North Island.

Our country being in the Southern Hemisphere, we New Zealanders, celebrate Christmas in the middle of the summer season. Old traditions from the European countries, however, persist; crackers, decorated trees, and cards with pictures of snow, red robins and bells ringing in old stone steeples are still part of our Christmas.

Christmas Day coincides with the summer vacation, which is six to eight weeks long, and many families go away to summer houses called 'baches' in the North Island and 'cribs' in the South Island. Others go camping, stay in motels and hotels, or go away in boats. Still more people spend Christmas in their own homes and go away on Boxing Day or the day after.

New Zealanders in common with people of other countries go to great pains to decorate shops and offices. Businesses usually give some small gifts to their clientele. Householders leave beer out for the rubbish men and milkmen. Pipe and brass bands play in shopping centres. For three years now a special Christmas stamp has been issued for mailing cards. These stamps, because only a limited quantity is issued and because they are very beautiful, are sought by philatelists all over the world.

Christmas Day starts early for families with young children. It is light at about five o'clock in the morning and many stockings have been unpacked even earlier than that. A great many people go to church before or after breakfast. Many of these people will not see the inside of a church for another twelve months. Those who are fortunate to live near the sea or a lake, and most New Zealanders are, usually go for a swim. Some swimming parties go home for lunch while others have cold chicken or meat, salad and cold plum pudding on the beach. As it is usually very hot at midday, some families have only a light lunch and have Christmas dinner in the cool of the evening.

The traditional New Zealand Christmas dinner is shoulder of lamb with green peas, potatoes, kumara (a type of native sweet potato) and mint sauce followed by plum pudding with brandy sauce. Poultry is also popular fare. Cold meat and salad followed by ice cream is becoming increasingly popular.

In the evening, friends and relations visit each other and gay parties keep people out of bed until the early hours of the morning.

On behalf of the youth of New Zealand I would like to wish the youth of Canada every success and happiness.

Another letter describing a New Zealand Christmas is supplied by Levina Graham who attends school in Milford, North Island. She writes:

As you probably know Christmas in New Zealand occurs in midsummer. December 21st is our longest day. You will probably guess then that we spend it quite differently from you who live in the northern latitudes.

Let me tell you how I spent Christmas Day. Around 6:30 a.m. the sun, shining warmly through the window, woke me and, as this was Christmas morning, I did not lie in bed but quickly rose to see what was in my stocking at the foot of my bed. Santa was good to me. I made Mom and Dad a cup of tea and after breakfast we went to church.

Some people have midday Christmas dinner, with turkey or chicken and a boiled ham with Christmas pudding to follow, just as they have in England, but our family prefers to have a picnic on the beach. With temperatures around 80° F. and humidity about 60%, we feel it is more pleasant to have a picnic at the beach, swimming and sunbathing.

There are many sandy beaches around Auckland and on Christmas Day and throughout all the Christmas holidays from school, most days are spent swimming and sunbathing or boating and fishing. In fact, our swimming togs, as we call our bathing costumes, are worn more than anything else.

It may seem strange to you to think of New Zealand children sweltering in the sun while you are dressed in warm clothing, but then I have to travel nearly 200 miles and climb 5,000 feet before I can see snow in midwinter.

We have the customary exchange of Christmas cards and from these we have learned to associate Christmas with snow and robins though here the Christmas tree is the pohutakawa which blooms with gay red flowers just in time for Christmas.

Though the way we celebrate Christmas may differ from yours, it still for us commemorates the birth of Christ.

Let me now wish you kiaora, which means 'good luck' or 'greetings'.

The school year in New Zealand, as it does in Australia, starts early in February. This first term follows the long Christmas holiday—the long holiday which corresponds to our summer holiday. Everyone looks forward to a good holiday and everyone is interested how other people in other lands spend their vacations. Here is a letter from Jill Surgenoff who describes how children spend their holidays and the interesting things they do in New Zealand.

Our longest holiday of the year is at Christmas. For the first two weeks of our holiday we are getting ready for Christmas, putting up decorations, buying presents and going down to the beach for a swim to keep cool.

1. *Happy children dashing out for recess at Otonga Road Primary School, Rotorua. Rotorua, in North Island, is a region of hot springs and geysers. It is also an area of many Maori settlements.*

2. *A young girl rides down to the highway in an isolated area to collect her homework and marked assignments from the mailman and at the same time she hands in finished work which goes to the Correspondence School in Wellington for correction. Apart from assignments received by mail, the children listen to radio broadcast lessons.*

3. *A teacher discusses a problem with a student in a senior English class in Northland College, Kaikohe, North Island.*

4. *Pupils of Christchurch Girls High School play cricket. Cricket is a popular sport in both Australia and New Zealand.*

We hear you have snow at Christmas, but in New Zealand it is summer time and hot weather. Christmas trees are put in front verandahs, in the front garden or right at the window, and lit with lots of coloured lights.

After Christmas we go away to a farm where we have lots of pony rides. In the afternoons we go swimming. My brother is learning to surf ski, and we sometimes go out in the speed boat for a ride.

Lots of people have 'baches' at the beach and go and stay there all holiday. Some people go away on fishing trips.

Our next holiday is in May which is autumn here. During this period we just play around, go to town to the big stores where they have puppet shows, circuses and things for us to see such as doll shows, miniature train layouts and model aeroplane displays.

Then comes our last holiday of the year in August, which is two weeks like the May one, but the high schools have three weeks.

Some people go toharo digging but we haven't been. Toharo are shell fish. Some go to The Chateau, or the South Island to ski in the snow. We never have snow in Auckland.

That is about all I can think of that we do in the holidays.

Schooldays

Schools in New Zealand are very similar to those of our own Province. In the picture page devoted to this topic are photographs of public and secondary schools. The schools are open to all children and the pupils may be taught by Maori teachers.

As in Canada a flagpole often stands in the school yard. The flag of New Zealand is somewhat similar in colour and pattern to that of the Australian flag. From the picture on the cover of the booklet, it will be seen that the flag has a blue background with four red stars outlined in white. The stars again suggest the Southern Cross which has already been mentioned. In the top corner is the Union Jack.

Senior school students wear school uniforms as they do in Britain. The girls' uniforms consist of blouses and tunics.

Children who live in isolated areas too far away to go to school receive their lessons by correspondence courses and listen to radio lesson broadcasts. The Correspondence School is operated by the Board of Education in Wellington. The methods of operating these courses are very similar to those of Department of Education for Ontario.

A school day in New Zealand is described by eleven-year-old Vicki Hawkes. Here is part of her letter.

Most New Zealand schools commence the school year in the first week of February, and each term is divided into thirteen weeks.

Regularly at nine o'clock each morning the school bell rings for assembly. All the children go to their appointed places on the top playground, line up and stand at ease. The Headmaster then gives the school a short address. The teacher on duty then dismisses us and to the sound of marching music over the loudspeaker we move to our classrooms.

Once in the classroom, we stand at our desks until our form teacher has entered and 'Good mornings' have been said. The attendance roll is called and work starts for the day. In my classroom, Standard 4, we usually begin with arithmetic followed by spelling. A short break follows when we have free milk. The drinking of milk is optional, but advised. After break we return to our classroom and usually have social studies, or nature study followed by writing and a silent reading period.

The bell sounds for the hour's lunch break at twelve. Few children go home even if they live close to school. We partake of sandwiches, filled rolls or meat pies provided by our parents.

Our afternoon in school consists of two hours with a five minute break interval in the middle. School ends at three p.m. Afternoon subjects vary—sewing, films, art, radio broadcasts, swimming are among them.

On Fridays we have special assembly in which we sing "God Save the Queen", and the New Zealand National Anthem.

Mondays, Wednesdays and Fridays we have gym. There are special gym classes after school for interested pupils.

Sports

Each country has its own national sports and games. Three sports we specifically associate with Canada are ice hockey, lacrosse and curling. Countries, however, also share common sports and games and many sports activities we enjoy in Canada are also played by the young citizens of New Zealand. Here is part of a letter written for us by young Fenton Wheeler, whose home is in Mairangi Bay, Auckland. He gives a good account of the seasonal sports of his homeland.

While you in Canada are in the throes of winter we are enjoying warm summer weather. While you are playing ice hockey and other winter sports, here "down under", cricket, tennis, various aquatic sports and softball are being played.

Of the summer sports, aquatic sports, with cricket following a close second are the most popular. With the warm coastal waters swimming, water-skiing, yachting, fishing, surfing and skin-diving are very popular. Children learn to swim at a very early age and quickly lose most of their fear of the sea.

I have seen children eight or nine years old jumping with shouts of glee from a wharf twelve feet high into twenty feet of water.

Each year more and more boats can be seen in Waitemeta Harbour in Auckland where I live. Auckland has the distinction of holding the largest yachting regatta in the world.

New Zealand waters contain a tremendous variety and quantity of fish, including big-game fish such as tuna, marlin and mako sharks. At the time of writing seven spear fishermen from a local club have just returned from a day's fishing with 800 pounds of kingfish, etc.

Throughout this country there are many thousands of cricket teams. The captain of our national representative team has just hit what is thought to be a world record number of "sixes" in one inning. This entails hitting the ball completely out of the ground on which the game is being played without the ball touching the grass.

Softball is not very popular in this country although there are some very good teams which compete in regular competitions. It is, however, a sport which deserves far greater support than that which it presently has.

The New Zealand winter is not as severe as yours. Snow falls only on some parts of the country; mainly in the southern areas of the South Island.

Rugby football is the most popular of the winter sports; followed closely by Rugby League, soccer, hockey and skiing.

Rugby and Rugby League are very similar but the former has a greater following and is considered to be our national sport, although the latter is a much faster game. Soccer and hockey are gradually increasing in popularity, especially soccer.

Every winter there is a growing exodus of people to the Southern Alps in the South Island or to Mount Egmont and Ruafehu in the North Island. Many international skiers who have skied on our snowfields have commented favourably. Our larger mountains which are covered with snow and ice all year round offer excellent prospects for budding mountaineers. Perhaps it is this which has contributed towards our producing some of the world's finest mountaineers, notably Sir Edmund Hillary who with Tenzing conquered Everest.

I could write for hours on the different varieties of sports played in our little country, but unfortunately space is limited. This letter would not be complete without mentioning our two famous athletes, Peter Snell and Murray Hallberg who between them hold five world records for running.

This is just a very brief summary of the typical summer and winter sports played in New Zealand.

Here also is an extract from a very young writer, Wendy Cox, which illustrates the interests the youth of New Zealand have in sports. She writes:

I like school sports and running clubs, but I don't belong to a running club yet. I like high and long jumping and I've been in the long jump finals, but I haven't got anywhere. I got a second and third award for the high jump competition.

My sister and brother are also interested in sports. I go to other school sports days to compete in races and relays.

After reading these accounts and letters and looking at the pictures, it is fairly obvious that the youth of Australia and New Zealand are very much like the youth of Canada. They have similar interests, schools, sports and outdoor activities as we have. These similarities only strengthen the already-existing close ties of friendship and understanding that link the countries of the Commonwealth.

1. *A rowing team practises on the lower reaches of the River Avon, Christchurch, New Zealand.*
2. *Students relax and enjoy the sunshine during recess. The modern building is part of the Waiwhetu Girls' College, Wellington.*
3. *A girls' choir singing at a concert in Dunedin. Choral singing is encouraged in all schools in New Zealand.*

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4. The many, youthful correspondents of Australia and New Zealand, without whose interesting letters and descriptive accounts, this booklet would not have been possible.

Additional Publications Suitable for use in Commonwealth Day Programmes.

1. *The Astonishing History of the Queen's Birthday*—prepared by the National Education Department of the I.O.D.E.

2. *What is the Commonwealth?*—prepared by the British Information Services.

The above publications are available to teachers on request to The Imperial Order Daughters of the Empire, Head Office, 182 Lowther Avenue, Toronto 4, Ontario.